

## Indian Education-Financial Assistance to Local Education Agencies--Subpart 1 (CFDA No. 84.060)

### I. Legislation

The Formula Grants to Local Educational Agencies Program (Title IX, Part A, Subpart 1, of the Elementary and Secondary Education Act, as amended) (20 U.S.C. 7811-7818, 7881) (expires September 30, 1999).

### II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$11,500,000	1988	\$49,170,000
1975	25,000,000	1989	52,748,000
1980	52,000,000	1990	54,276,000
1981	58,250,000	1991	56,259,000
1982	54,960,000	1992	56,965,000
1983	48,465,000	1993	59,304,000
1984	50,900,000	1994	57,210,000
1985	50,323,000	1995	59,686,000
1986	47,870,000	1996	50,000,000
1987	47,200,000		

### III. Analysis of Program Performance

#### A. Goals and Objectives

The purpose of the Formula Grants program is to address the special educational and culturally related academic needs of American Indian and Alaska Native children. The Formula Grants program demonstrates the national commitment to providing American Indian and Alaska Native children with opportunities to meet challenging academic standards.

#### B. Strategies to Achieve the Goals

##### Services Supported

The Formula Grants program provides grants to local educational agencies (LEAs), certain schools funded by BIA, and Indian tribes under certain conditions. These grants serve 422,000 students in the public schools and Bureau of Indian Affairs (BIA) schools in 41 states through more than 1,200 projects (V.1). Reauthorized Indian Education programs support a comprehensive approach to educational reform and ensure that American Indians and Alaska Natives benefit from national education reforms and have the opportunity to achieve to high academic standards. Grantees may use funds for establishing, maintaining, and operating supplementary projects that are specifically designed to help Indian students achieve to state content and student performance standards. Projects are designed in response to a locally conducted needs assessment and with the involvement of a parent committee representing the parents of Indian students to be served. Activities typically include tutoring, dropout prevention strategies, early childhood and family programs emphasizing school

readiness, culturally related projects, and enrichment activities that directly support the attainment of state content and performance standards.

### **Strategic Initiatives**

The legislation promotes accountability for results and the integration of Indian Education services with other educational programs and with broader educational reforms under way in states and communities. Toward this end, the law requires each local education agency (LEA) to develop a comprehensive plan for its overall approach to the education of Indian students. The plan must describe how local, state, and federal funds available to the district will be used to pursue the LEA's goals for these students. LEAs must report periodically to their communities on the progress they have made toward attainment of their goals.

### **C. Program Performance—Indicators of Impact and Effectiveness**

Although program performance indicators are currently under development, objectives of the program provide a framework for assessing available information on the progress of the Title IX, Part A, Indian Education program. The four goals are (1) American Indian student performance and achievement; (2) the content and quality of the education programs and materials available to American Indian students; (3) the extent to which schools have successfully cultivated and directed potential sources of educational support within the home and community toward meeting the needs of American Indian students; and (4) the capacity of schools and communities to improve teaching and learning for American Indian students.

**Objective 1: American Indian students progress at rates similar to all students in attendance, achievement to standards, promotion, and graduation.**

On the 1994 National Assessment of Educational Progress (NAEP), more than 50 percent of 4th-grade American Indian students scored below the basic level in reading proficiency, compared with 42 percent of all students. Forty-nine percent of American Indian 4th-graders scored below the basic level on the 1994 NAEP history assessment, compared with 39 percent for the nation. The 1992 NAEP math assessment showed that 55 percent of American Indian 4th-graders scored below the basic level, compared with 41 percent of all students (V.7).

Scores on the Scholastic Assessment Test (SAT) for American Indians and Alaska Natives have improved between 1987 and 1995. These students' scores increased by an average of 10 points for verbal and 15 points in mathematics. Likewise, between 1986 and 1995, American Indians and Alaska Natives showed the largest gains among all racial groups on the ACT assessment (V.4).

In 1994, 44 percent of American Native high school graduates earned the core credits recommended by *A Nation at Risk*—a dramatic increase over the 7 percent reported in 1982. This demonstrates the high levels at which these students can achieve.

The National Center for Education Statistics (NCES) report titled *Dropout Rates in the United States: 1993* showed a significant decrease in 10th through 12th grade dropout rates for native American Indians and Alaska natives—from 26.9 percent in 1980–82 to 17 percent in 1990–92 (V.5). However, the dropout rate of American Indian students continues to be the highest of any racial/ethnic group. The graduation rate for 12th graders is higher at public schools serving large and small percentages of Indians (over 91 percent for both groups) than the rate for BIA/tribal schools (85 percent) (V.3).

**Objective 2: American Indian students have access to high-quality curricula, resources, and instruction that are aligned with challenging standards in core academic areas and enhance knowledge of American Indian language and culture.**

The 1997 National Center for Education Statistics (NCES) report, *Characteristics on American Indian and Alaska Native Education*, stated that BIA/tribal schools are more likely to offer compensatory programs such as Chapter 1, remedial math, and bilingual education than public schools. Moreover, public schools with high Indian student enrollment were more likely than public schools with low enrollment to offer these educational support services; over 70 percent of schools with high Indian enrollment offer Chapter 1 programs and remedial math programs, compared with 60 percent of schools with low Indian enrollment that offer the same programs (V.3).

Among schools serving 12th-graders, approximately half of the public schools with high Indian student enrollment (55 percent) and BIA/tribal schools (54 percent) offer college preparatory programs. Three-quarters of public schools with few Indian students (76 percent) offer these college programs. Correspondingly, only 43 percent of students in public schools with high Indian student enrollment and 33 percent of students at BIA/tribal schools apply to college, compared with 56 percent of students in public schools with low Indian student enrollment (V.2).

**Objective 3: School systems cultivate relationships among schools, families, and communities that support and encourage American Indian students to attain the standards for academic excellence that are held for all students.**

Performance information is currently lacking. However, public schools with high Indian student enrollment (25 percent or more) are much more likely than other public schools to experience serious social problems. Some 44 percent of principals in public schools with high Indian enrollment identified poverty as a serious problem, and more than 30 percent of principals viewed parental alcohol/drug abuse and lack of parental involvement as significant problems. Student absenteeism and student tardiness were also considered serious problems in public schools with high Indian student enrollment (V.3).

**Objective 4: Title IX builds the capacity of school systems and native communities to improve teaching and learning for American Indian students.**

The Department of Education conducted an evaluation titled *Improving Education for Indian Students in the Context of Education Reform: Challenges and Obstacles*, which reviewed LEA comprehensive plans in addressing the needs, including language and cultural needs, of Indian students. This study included an evaluation of Indian education components of selected Goals 2000 plans to improve educational opportunities for Indian children and adults.

The report revealed that many comprehensive plans submitted by Title IX grantees failed to address key issues affecting American Indian students. For example, more than half of the applications did not indicate whether they intend to assess the progress of all American Indian students in their district, as required. Often the LEA plans were vague about how the grantees would meet the requirement to address the “culturally related academic needs” of Indian students. In addition, there is widespread concern about the need for professional development targeted toward teachers, other school staff, parents, and community members who work and live with American Indian students (V.6).

#### **IV. Planned Studies**

None.

#### **V. Sources of Information**

1. Program files.
2. Characteristics of American Indian and Alaska Native Education (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).
3. Characteristics of American Indian and Alaska Native Education (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1997).
4. College-Bound Seniors: 1995 Profile of SAT Program Test-Takers (Princeton, NJ: College Board, 1995).
5. Dropout Rates in the United States: 1993 (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1994).
6. Improving Education for Indian Students in the Context of Education Reform: Challenges and Obstacles (Washington, DC: Policy Studies Associates, 1996).
7. 1994 NAEP Reading: A First Look: Findings from the National Assessment of Educational Progress (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

#### **VI. Contacts for Further Information**

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